

DOCUMENT RESUME

ED 190 100

IR 008 584

TITLE OMS Annual Report, 1979.
 INSTITUTION Association of Research Libraries, Washington, D. C.
 Office of Univ. Library Management Studies.
 PUB DATE 79
 NOTE 38p.
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Academic Libraries: Annual Reports: *Budgets:
 *Library Administration: *Library Associations:
 Library Education: Library Planning: *Management
 Development: *Research Libraries: Self Evaluation
 (Groups)

ABSTRACT

This annual report reviews the activities of the ARL Office of Management Studies. Highlights of 1979 included: (1) implementation of academic library program self-studies; (2) four studies by the Collection Analysis Project; (3) completion of one management review and analysis program and initiation of another; (4) utilization of the Organizational Screening Program by two university libraries; (5) initiation of the Planning Program for Small Academic Libraries at seven libraries; (6) distribution of 5,000 Systems and Procedures Exchange Center kits; (7) operation of three institutes and 31 workshops by the Organizational Training and Staff Development Program; (8) training of 20 librarians by the Academic Consultant Training Program; (9) receipt of a \$151,924 grant from the National Endowment for the Humanities for preservation studies; and (10) an overall assessment of OMS programs. Priorities for 1980 focus on preservation and self-study procedures. Budget figures and a bibliography of management studies are included. (R&A)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED190100

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

OMS

Annual Report 1979

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

C. Mandel

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

OFFICE OF MANAGEMENT STUDIES Association of Research Libraries

1527 New Hampshire Avenue, N.W. Washington, D.C. 20036 (202) 232-8656

Duane E. Webster, Director/OMS
Jeffrey J. Gardner, Associate
Deanna B. Marcum, Training Program Specialist
P. Grady Morein, Associate
Maxine K. Sitts, Information Services Specialist

IR008584

TABLE OF CONTENTS

I.	INTRODUCTION	1
II.	HIGHLIGHTS OF OMS ACTIVITIES IN 1979	4
III.	PROGRAM ACTIVITIES OF THE ARL OFFICE OF MANAGEMENT STUDIES IN 1979	6
A.	<u>The Academic Library Program</u>	6
	1. The Management Review and Analysis Program	9
	2. The Organizational Screening Program	9
	3. The Collection Analysis Project	10
	4. The Academic Library Development Program	11
	5. The Planning Program for Small Academic Libraries	12
	6. The Academic Library Consultant Training Program	12
	7. The Preservation Program	15
B.	<u>The Office Program of Information Collection and Dissemination</u>	16
	1. The Systems and Procedures Exchange Center (SPEC)	17
	2. Resource Notebooks	20
C.	<u>The Office Program of Organizational Training and Staff Development</u>	21
	1. Management Skills Institutes	22

2.	Special Focus Workshops	22
3.	Management Training for Theological Libraries	25
4.	Management Training Film Program	25
5.	Survey of OMS Training Program Participants	26
D.	<u>The Office Program of Applied Research and Development</u>	26
1.	Educational Testing Service. Study of the Impact of Automation on the Structure and Function of Academic Libraries	26
2.	Cornell University Libraries. Collection Management and Development Project	26
3.	Cost of Research Library Materials Project	27
4.	Indiana University Graduate Library School. Analysis of the Impact of Periodical Availability in Libraries on Individual and Library Subscription Placement and Cancellation	27
5.	Collaborative Research/Writing Project	27
IV.	OMS PRIORITIES FOR 1980	28
V.	CONCLUSION	29
VI.	BIBLIOGRAPHY OF OFFICE OF MANAGEMENT STUDIES PUBLICATIONS AND RELATED DOCUMENTATION IN 1979	30

I. INTRODUCTION

The Carnegie Council's final report "Three Thousand Futures" reflects on the likely prospect of a downward drift in the quality of higher education over the next 20 years.¹ This drift is precipitated in part by the pressures of very serious inflation on the one hand and severely limited financial resources on the other. But the drift is not beyond control. The external forces affecting higher education and libraries must be recognized, their implications assessed, and new courses of action developed to secure improved performance. The choice is what the Council calls "Managing of Excellence."

Individual research library directors, long aware of these pressures, have addressed this challenge of managing excellence in a changing world by tightening internal systems and procedures, exploiting new technology, pushing for greater and more effective inter-institutional cooperation, and making more effective use of library staffs. A collective response to the challenge has been the establishment and operation of the Association of Research Libraries' Office of Management Studies (OMS). In its almost ten years of operation, the Office has addressed the challenge of improving the performance of research libraries through three basic strategies.

¹Carnegie Council on Policy Studies in Higher Education. "Three Thousand Futures: The Next 20 Years in Higher Education." San Francisco, CA: Jossey-Bass, Inc., 1980.

The first strategy — the assisted self-study approach of the Academic Library Program — introduces organizational planning, problem solving and change through an analytical process that involves the library staff. These self-studies examine the demands and pressures of the external environment, assess implications for internal systems, and devise improvements in the library's programs and operations.

The second core strategy is to develop better information on operations, problems, and approaches through a clearinghouse called the Systems and Procedures Exchange Center. The Center periodically surveys member libraries in specific areas such as preservation, costs of library materials, or staff compensation systems and makes available results of these surveys as well as illustrative documents from responding libraries. The Center operates on the belief that a more comprehensive understanding of the range of possible institutional approaches and responses will better equip libraries to address issues. The Center does not provide models for replication; rather, it assists libraries in making intelligent choices from a range of options.

The third strategy relates to the way academic libraries identify, promote and develop managerial talent within their organizations. The OMS Training Program is committed to helping academic libraries equip staffs with the skills, concepts, and leadership needed to improve performance. The focus of this training is on dealing more successfully with the human dimension of large, complex organizations.

The design and maintenance of these Office strategies is a product of staff experience and expertise, ARL Executive Office leadership, the advice of ARL Boards and the OMS Advisory Committee, and the support and counsel of various funding agencies. While advisory groups regularly assess the Office's relative success, most recently a 1979 survey of ARL directors secured member libraries' perceptions of the importance and usefulness of OMS activities. Responses indicated widespread support for the Office and helped identify future needs.²

²ARL/Office of Management Studies. Report on Results of OMS Assessment and Project Planning Inquiry. Washington, D.C.: Office of Management Studies. 1980

The Association's commitment to Office programs was underscored in 1979 by the ARL Board of Directors' allocation of \$50,000 a year for the next five years to support the Academic Library Program. This allocation has allowed the Office to operate with a balanced budget, with foundation grants and cost recovery activities providing the remainder of the \$377,500 OMS expenditures in 1979. Tables 1, 2, and 3 provide more detailed listings of sources of support and expenditures.

The approaches to management development and organizational problem-solving provided by the OMS are meant to place research libraries in a proactive stance regarding environmental pressures. In the future, the issues may change, but the fundamental challenge of adaptation, influence, and growth in a turbulent environment will continue to require the best thinking, ingenuity, and creativity of academic libraries. The following report chronicles the current Office effort to achieve these goals. The report then concludes with a brief review of priorities for 1980 and a statement of commitment to invest in new efforts and to experiment with new ways of dealing with issues facing research libraries.

Duane E. Webster

II. HIGHLIGHTS OF OMS ACTIVITIES IN 1979

- A. The Academic Library Program (ALP) was implemented with self-study resources for research libraries in the management and collection areas, as well as programs for mid-sized and small academic libraries being made available to institutions willing to share the costs of operating the programs. Fifteen libraries participated in ALP self-studies in 1979.**
- B. The Collection Analysis Project (CAP) assisted four ARL libraries (Brigham Young University, University of Illinois, University of California/San Diego, and Case Western Reserve University) in completing self-studies. The Manual was revised and made available to current participants. Six new studies are planned for 1980. Jeffrey Gardner is the principal OMS staff member for CAP.**
- C. The Management Review and Analysis Program (MRAP) was used at Southern Illinois University Library at Edwardsville, and the final report is now available. Ball State University began the program at the end of the year.**
- D. The Organizational Screening Program helped two libraries examine organizational structures and facility use. Syracuse University Library completed the study in 1979, and Temple University Library began the project.**
- E. The Planning Program for Small Academic Libraries operated under a separate grant from the Lilly Endowment. The self-study manual was prepared, and seven libraries began the study in 1979. Grady Morein is the principal OMS staff member for this project.**
- F. The Systems and Procedures Exchange Center (SPEC) issued 10 SPEC Flyers and Kits in 1979 covering the topics of Fringe Benefits, Professional Development, Cost Studies and Fiscal Planning, Performance Appraisal, Internal Communication, External Communication, Special Collections, Goals and Objectives, and Microform Collections. A total of 59 kits are now available. During the year the Center maintained 231 SPEC subscriptions and distributed 5,000 kits. Maxine Sitts is the SPEC coordinator and Information Services Specialist.**

- G. The Organizational Training and Staff Development Program encompassed three Management Skills Institutes, 31 Special Focus Workshops, and a Management Training Program for theological librarians, and also maintained a training film service. An assessment of the impact of OMS training on participants after they returned to their jobs was completed. Deanna Marcum, the OMS Training Program Specialist, decided at the end of this year to join a private consulting firm.
- H. The Academic Library Consultant Training Program received 250 applications to participate in the first year of training. Office staff, with the assistance of the ALP Advisory Committee, screened these applications and interviewed 88 outstanding applicants; 40 of those interviewed were invited to a two-day Assessment Workshop which led to the selection of 20 individuals to receive the training. These 20 librarians completed a two-week consultation skills workshop and began one-year consulting internships.
- I. The Office was awarded a \$151,924 grant by the National Endowment for the Humanities in support of a proposal to design and test a self-study procedure to enable academic libraries to identify and address preservation problems.
- J. The Office, with the assistance of the OMS Advisory Committee, conducted an assessment of OMS programs by surveying ARL directors concerning the usefulness and importance of available resources and services.

III. PROGRAM ACTIVITIES OF THE ARL OFFICE OF MANAGEMENT STUDIES IN 1979

A. The Academic Library Program

The Office's basic philosophy emphasizes that certain specific methods for introducing and managing change can facilitate the improvement of the nation's research libraries. Much is known about the dynamics of organizational change and the problems related to planning the development of large complex organizations. However, the process of initiating change continues to be difficult. It frequently appears easier to deal with immediate problems and crises rather than to anticipate the future, and there are few models in higher education to guide libraries through the planning process. Furthermore, it is hard to allocate the needed time and resources when current demands are constant and pressing.

Planning techniques which the Office has designed to address these problems are incorporated within the broad framework of the Academic Library Program. This program enables academic libraries to use tested methodologies to study management and programmatic concerns and to develop workable recommendations for improvements. Libraries choose study modules that best deal with their current and evolving needs. The modules employ the assisted self-study approach which is a collaborative arrangement between the OMS and the participating library.

In the conduct of these studies, the Office provides resources (e.g., manuals, questionnaires, sample reports), on-site consultation on study processes, training for study team participants, and a review of resulting documents. Each participating library defines the boundaries of the study, and key staff representatives conduct the study after being appointed to a study team by the director. This group produces a report which describes the current situation, assesses strengths and weaknesses, and advises the director on what actions may significantly improve library operations.

This assisted self-study process helps to develop library accountability for performance. The study process is based upon the belief that academic and research libraries must grapple with rapidly changing and often hostile environments, and that library staffs and other constituents understand the difficulty of the current situation and want to improve the effectiveness of the library. If the energy and commitment is present, the assisted self-study helps the institution accomplish the task systematically and efficiently.

In the past year, 15 libraries participated in a program, while another eight libraries either postponed or decided not to do a study. Library directors' reasons for participating fall into four basic patterns. One set of reasons relates to the dimension, complexity, and difficulty of the problems that exist. For example, the decision process for allocating materials funds typically is based on criteria or rationale developed on the basis of past conditions. New academic programs, fluctuating prices, and changing faculty specialties conspire to create inequities and inadequacies in the distribution of these funds. It is no easy matter, however, to institute major changes in this historical pattern of allocation. Thus, a systematic examination of pressures for change, including developments in the environment and in internal operations and policies is called for, and the Office's Collection Analysis Project is employed to guide and assist the study.

Other reasons for doing a self-study revolve around developing a broader staff understanding of the issues and a commitment to act on changes. For example, an organizational structure that has slowly evolved over the years may prove to be unresponsive to changes in user patterns, unable to make full use of automation, and expensive to maintain in light of budgetary constraints. To recast or simply streamline the structure can be very difficult because of vested interests and perceived threats to job security and performance. The OMS Organizational Screening Program provides a systematic process for involving the staff in an objective review of the present structure, an analytical assessment of strengths and weaknesses that may exist, and the generation of ideas for strengthening the organization.

A third set of reasons for doing an OMS self-study concerns the intent of library leadership to substantially shift program emphasis. This might be related to building a stronger bibliographic instruction program, extending public services, tightening the library's collection policies, or centralizing various reference services. Such a full-scale program review is assisted by the Academic Library Development Program.

Finally, library directors use a self-study program to initiate a broad scale management review process to identify personnel and administrative problems and opportunities in order to act on them. The staff may want additional support for growth and development. The budgetary process may need to be redesigned. A management information system that provides timely up-to-date data on performance and production may be needed. Or the internal communication process may fail to get information to people who need it to do their job effectively. The OMS Management Review and Analysis Program provides a method for completing such a management study.

The year 1979 saw several important developments in the Academic Library Program. The movement toward applying available management expertise to the resolution of substantive concerns of research libraries continued with the full operation of the Collection Analysis Project and the production of a revised CAP study manual. Also, funds were secured to allow design of a preservation self-study. These accomplishments are noted in more detail below.

Another development makes available selected study components or modules from the full comprehensive studies. This allows libraries to take advantage of the process without committing themselves to a comprehensive self-study. Typically, individual modules require six to twelve weeks and focus on a single topic such as reorganization, collection policies, or needs assessment.

A third development is the design of Resource Notebooks on the topics of library organization, staff development and planning. These notebooks provide methods, examples and general advice to libraries interested in working on these areas but without direct assistance from the OMS.

The activities and accomplishments of the Office in each of the program studies are noted below.

1. The Management Review and Analysis Program (MRAP)

This program is a systematic examination of the management functions that are a part of most mid-sized and large academic libraries. Program modules from which libraries select include: planning, budgeting; policy making; management information; supervision and leadership; organization; personnel practices; staff development; and executive leadership. MRAP is designed for libraries with 50 or more staff.

As the first self-study designed by the Office, MRAP has been the most widely used, with final reports available from 25 participants. During the year, Office staff assisted two libraries in applying the Program. Southern Illinois University at Edwardsville completed the study report during the first part of the year and is implementing the results. Ball State University Library began the study in the later part of the year and completed a staff-wide training program as part of the orientation to and organization of the study.

An assessment of the impact of MRAP at participating libraries completed by Edward Johnson and Stuart Mann of Pennsylvania State University with a separate grant from the Council on Library Resources was readied for publication.

The earlier, rather intensive use of the MRAP has tapered off and interest now seems directed toward the briefer management study modules and program studies such as the Collection Analysis Project.

2. The Organizational Screening Program

This program assists libraries in conducting a rapid assessment of their current situation. In some cases, this may be intended to produce specific recommendations for change; in other instances it may lead to a more comprehensive analysis.

In 1980, two libraries participated in this program, concentrating on the issue of library organization. Syracuse University Libraries called their study an Organizational Assessment. It was conducted within a three month period and the OMS provided study materials, consultation, and three on-site training sessions. The study resulted in a recommendation for a reorganization of the main library facility with services redeployed to allow better use of staff and improved public services.

The second study at Temple University Library started toward the end of the year. It is concentrating on the administrative organization of the library, particularly distribution of functions, reporting relationships, working relationships and performance measures.

3. The Collection Analysis Project (CAP)

This program is designed to help academic libraries assess their collection development practices and policies, and includes modules on: collection history and description; collection objectives and policies; materials fund allocation; organization and staffing of collection development functions; collection assessment; preservation; and resource sharing. For both large research libraries and libraries with smaller collections, the project is supported by the Andrew W. Mellon Foundation.

Four libraries participated in CAP during 1980. The University of California/San Diego worked through the project and produced a final report which proposed a program for assessing the effectiveness of the collection, strengthened the organization of the collection development effort, recommended a new approach to materials fund allocation, developed a preservation program, and initiated several efforts at resource sharing.

Brigham Young University Library also completed the study with a report which emphasized the need for a review of collection objectives and policies; reorganized the collection development and allocation functions; initiated a collection assessment program; developed a plan for active state, regional and national cooperation; and recommended a number of actions related to preservation and maintenance of the collection.

The University of Illinois Library began the study in the spring and produced an interim report during the year. The schedule for the study is somewhat longer than most CAP's because of the dimension of the library collection program. Task forces are working during 1980 on collection evaluation, allocation, materials selection, organization and staffing, resource sharing and preservation.

Case Western Reserve Library also worked through the program and produced several task force reports dealing with allocation of funds, collection policies, resource sharing and preservation.

Collection study reports are now available from five libraries including the earlier participants from the University of California/Berkeley, the Massachusetts Institute of Technology, and Arizona State University.

Office staff devoted much attention during the year to a revision of the CAP study manual. An outgrowth of the test of the program at the first three libraries in 1979, this revision features a format change with the analytical modules issued as separate documents from the general manual. This will allow easier updating of study procedures and a modular approach for those libraries wanting to do only a portion of the study. The revised manual also includes a special section on user access and materials availability studies which was developed by Paul Kantor, working with Office staff.

Office staff also assisted eight member libraries who are considering participating in the program. This assistance included on-site discussions and reviews of study materials.

4. The Academic Library Development Program (ALDP)

This study was designed under a separate grant from the Council on Library Resources and was integrated into the Academic Library Program as part of the Office's current funding arrangements. The Academic Library Development Program is geared to smaller and mid-sized academic libraries with staffs of 20 or more. It provides a comprehensive review of all aspects of library programs and includes modules for assessing operations, services, management practices, facilities, and changing technological needs.

One library, Seattle University, participated in ALDP during the year and produced a report. Several libraries actively considered the program and postponed participation until next year. Workshops intended to share the results of the ALDP were conducted at the Midwest Federation of Libraries Association and at Drew University Libraries.

5. The Planning Program for Small Academic Libraries

This program enables the very small library with a staff of less than 20 to articulate an active role in the academic community and to develop a plan for improving its capacity to participate fully in instructional and research programs. The program is supported in part by The Lilly Endowment, Inc.

During 1979, an advisory committee was established, the study procedure was developed, and a study manual produced. Six libraries -- Anderson College, St. Mary's College, Taylor University, St. Meinrad College, Manchester College, and Valparaiso University in Indiana -- began the study, and all Indiana libraries eligible for participation under the terms of the Lilly grant were contacted. It is expected that the remaining eligible Indiana libraries wishing to do the study will be included in 1980 applications.

The Program was extended to non-Indiana libraries, with St. Olaf College and Carleton College deciding to participate in the project collaboratively. Transylvania University also decided to start the study in the early part of 1980.

6. The Academic Library Consultant Training Program

A central element of the Academic Library Program is the identification and training of up to 100 librarians as consultants over a period of five years, with the first 20 trained in 1979. This program provides the opportunity for outstanding librarians to develop skills in identifying and diagnosing library problems; study theory and concepts of library training and consultation; gain experience in the consultation process; gain an operational understanding of OMS self-study procedures and their applications; and increase skills in facilitating groups engaged in problem-solving.

The primary components of the training process during 1979 were (1) an intensive two-week institute on consultation skills that acquainted candidates with the wide array of techniques, strategies, and resources available to them within the program, and (2) a year-long practicum where candidates worked with an OMS staff member in the conduct of a library study. In addition candidates were encouraged to complete a directed reading program, design study interventions, prepare organizational assessments, and participate in related workshops, institutes, and conferences. These activities were conducted with the guidance of OMS staff.

Consultant candidates were selected on the basis of a written application available from the OMS, individual interviews held regionally, and participation in an assessment workshop. Selections by the ALP Advisory Committee and the OMS staff were made on the basis of the following criteria: five years of successful library experience; demonstrated skills in dealing with colleagues, analyzing and solving problems, and making decisions; demonstrated communication skills, especially openness to new ideas, tolerance for differing viewpoints, and ability to articulate ideas; and the ability to devote up to 22 days to the program (on a release time or personal leave basis).

In addition, the selection committee considered the candidates' experience in library self-studies; specialized management training; accomplishment in an area covered by an OMS study; and potential for working within the assisted self-study approach to organizational change and development.

Upon completing the program, participants will be expected to assess their consulting interests, capabilities, and potentials while determining developmental areas for professional growth; view more broadly organizational problems and opportunities shared by academic libraries; better understand the processes for library change and development during a period of turbulence and opportunity; and better analyze and deal with organizational problems related to their immediate work situation.

In 1979, an ALP Advisory Committee (Charles Churchwell, Evan Farber, Nancy Gwinn, Jay Lucker, Kathryn Mohrman, George Soete, Carla Stoffle, Gloria Terwilliger-Brown, Julie Virgo, and James Wyatt) assisted the Office in establishing the consultant selection procedures and building a pool of qualified applicants. Following a national effort to acquaint librarians with the program, the Office received 250 applications. A screening of these applications resulted in 88 people being interviewed on a regional basis by teams made up of OMS staff and members of the ALP advisory committee. Forty people were then invited to a two-day assessment workshop designed to acquaint the participants with the group problem-solving processes used in OMS self-studies and to provide the Office staff with a better understanding of individual skills in leadership, communication, problem analysis, group dynamics and peer relationship areas.

As a result of this selection process, 20 librarians participated in the Consultation Skills Institute. They included: Noreen S. Alldredge, Texas A&M University; Bella Z. Berson, Yale University Library; Keith M. Cottam, Vanderbilt University Libraries; Howard W. Dillon, The University of Chicago; Joanne R. Euster, Loyola University; Larry Hardesty, DePauw University; Fred Milton Heath, Radford College; Phyllis E. Jaynes, Dartmouth College; William Goodrich Jones, University of Illinois at Chicago Circle; Marianne Kozlowski, Southern Illinois University/Edwardsville; Charles Lowry, Elon College; Donna L. McCool, Washington State University Library; Neosha Ann Mackey, The Ohio State University Libraries; Roger H. Parent, Library Administration Management Association, ALA; Anne Peyton, Dartmouth College; Dennis E. Robison, University of Richmond; Grace M. Ross, Library of Congress; Jordan Michael Scepanski, Vanderbilt University Libraries; George Soete, University of California/San Diego; Sara Lou Whildin, Penn State University. A central element in this training event was a consulting assignment in a Washington-area academic library. The libraries at George Washington University, Georgetown University, Maryland University, American University and Catholic University provided consultant trainees with problems to work on and received reports with recommendations for action.

Following the workshop project, assignments were begun. In 1979, Howard Dillon began co-consulting on the Ball State MRAP study, Jutta Reed co-consulted on the Case Western Reserve CAP study, George Soete co-consulted on the Brigham Young CAP study, and Sheila Dowd co-consulted on the Illinois CAP study. The remaining consultant trainees will work on OMS projects during 1980.

7. The Preservation Program

In mid-1979, the Office was awarded a \$151,924 grant by the National Endowment for the Humanities in support of "A Proposal to Design and Test a Self-Study Procedure to Enable Academic Libraries to Identify and Address Preservation Problems." The project is designed to help major academic and research libraries come to grips with preservation problems existing in their own institutions.

Building upon previous OMS experience with self-studies in the areas of management and collection analysis, the new project is developing a planning process to enable individual libraries to identify, describe, and assess their current preservation activities. This self-study procedure helps libraries determine internal priorities, as well as assess the potential impact of emerging national and regional developments and programs on internal collection, acquisition, retention and binding policies. The process also helps the library develop among its staff a clearer understanding of needed actions and the limits of what the library can realistically accomplish in the preservation area.

The two-year project involves an initial design period during which a manual and other training materials will be produced, followed by testing and evaluating of materials and procedures at three ARL member libraries. By participating in the testing of the planning processes, ARL libraries will contribute to the refinement and improvement of the study procedures. During 1979, the Office planned for a major Preservation Survey, recruitment of a Preservation Specialist, and establishment of an Advisory Committee.

B. The Office Program of Information Collection and Dissemination

This program concentrates on facilitating and improving the exchange of ideas and materials among ARL members. In addition to providing a mechanism for information exchange, the Program provides synthesis and analysis of selected current issues and trends for ARL library administrators. Over its eight years of operation, the Program has stressed the importance of communication among institutions to improve library operations and management, and has sought to expand the ways in which this communication can occur.

Following an emphasis in 1978 on technological developments and automation planning, the Information Program during 1979 focused on the staffing and management issues involved in implementing major change. Surveys and publications centered around two personnel-related themes: the development and evaluation of library staff, and organizational communication.

Research libraries are finding that technological change is requiring them to alter work patterns, assignments, and responsibilities, which in turn affects the library's basic employment, review, and staff development programs. In the library, as in the university as a whole, fringe benefits are an important part of an organization's efforts to recruit and retain qualified staff. Within a framework of general financial constraint, ARL institutions are making efforts to keep pace with benefits offered elsewhere, and are taking into account the value and needs of individuals within organizations as they maintain benefit programs.

In the area of professional development, the most important requirement is a commitment from individuals to improve their expertise and competence in areas of librarianship. And while there is a general climate of organizational encouragement evidenced by continuing support in the form of leave, funding, and some library-operated programs, tight budgets and increasing emphasis on cost-justification are making it difficult for many libraries to offer as much assistance as is requested.

In the performance appraisal area, there is a movement toward greater emphasis on improving overall performance of specific units and departments of the library, frequently leading to a more collaborative and creative approach to identifying and solving problems and capitalizing on opportunities. In several libraries this has led to the development of goals-based performance systems, related to the over-all objectives of the library.

The need for a well-informed staff and the ability to react quickly to events, requires an effective internal communication system. Establishing formal communication channels which can distribute large amounts of information in a timely manner among many staff members is a difficult task which libraries continue to face. Additionally, academic libraries are using communication with external groups and individuals as a way of gaining support for library goals and programs, and determining the needs and expectations of library users.

1. The Systems and Procedures Exchange Center (SPEC)

This information clearinghouse facilitates cooperation among ARL libraries by gathering and maintaining files of useful documents, regularly issuing analyses and selected compilations of documents, and working individually with ARL libraries to fill specific needs through mini-surveys and referral services. SPEC also provides publications to 251 non-ARL libraries on a subscription basis.

SPEC conducted surveys of ARL libraries in the following areas during 1979: internal and external communication, special collections, microforms, library materials, cost studies, and goals and objectives.

The number of SPEC subscribers rose to 251 this year, from 225 in 1978. SPEC distributed 4,938 SPEC Kits and 656 other publications during 1979.

Ten new Kits and Flyers were issued in 1979:

Fringe Benefits (No. 50, January) notes that fringe benefits are an important part of an organization's efforts to recruit and retain qualified staff, but that library administrators are restricted by the parent institution's need to justify costs. The 89-page kit contains 10 documents pertaining to benefit policies, including sabbatical leave, university education, vacation and sick leave and insurance and retirement benefits.

Professional Development (No. 51, February) focuses on developmental activities which broaden the librarian's knowledge, expertise, capabilities, and professional competence. The kit contains 73 pages (38 documents) illustrating professional development programs, and policies regarding research, publications, and consultation.

Cost Studies and Fiscal Planning (No. 52, March) points out the use of cost analysis techniques for evaluating programs, but notes that broad-based cost studies are rare because of the time and expense involved in carrying them out. The 103-page kit provides nine examples of cost studies, forecasting, and a budgeting system.

Performance Appraisal (No. 53, April) illustrates approaches to performance review which are oriented toward contributing to organizational goals, opening the lines of communication between supervisor and staff, and developing staff skills and competence. The 116-page kit contains 13 documents on evaluation of supervisors, training supervisors, and performance appraisal systems.

Internal Communication: Library-Wide Policies and Procedures (No. 54, May) notes the need for an effective internal communication system for fulfilling an organization's goals, yet also notes that establishing communication channels that can distribute large amounts of information in a timely manner is a difficult task. The 98-page kit contains 24 documents on reports and recommendations, and library policies and procedures.

Internal Communication: Staff and Supervisory Roles (No. 55, June) discusses the importance of fostering staff involvement and contributions to library planning and problem-solving. The 112 page kit contains 31 documents describing training programs, the use of groups for communications and planning, and communication skills as performance requirements.

External Communication (No. 56, July-August) reviews communication with external groups as means for gaining support for library goals and programs, and for determining library-related needs of external groups. The kit contains 27 documents, 110 pages on policies, procedures, and recommendations for communication with university administration and communication with library users.

Special Collections (No. 57, September) discusses the challenge many libraries are facing in justifying the support for special collection materials. The 117-page kit contains 23 documents on collection development policies, circulation policies, facilities and housing, and methods for fostering support and use.

Goals and Objectives (No. 58, October) cites the increased development of mission statements and broad objectives, and the value of working through a goals and objectives procedure for planning and organizing work and assessing organizational performance. The 98-page kit contains 21 documents on developing and using goals and objectives, and goals and objectives statements.

Microform Collections (No. 59, November-December) shows a strong concern for improving bibliographic and physical access to microforms. The 114 page kit contains 13 documents on policies and procedures, planning, and facilities and use.

Kits Reprinted During 1979*

January	Kit 3A	Personnel Organization Organization Charts
	" 1	
March	" 46	Future of Card Catalog
	" 25	User Statistics/ Studies
April	" 38	Collection Development Policies
	" 40	Skills Training
	" 13	Planning Systems

May	" 6	Friends Organizations
June	" 43	Automated Circulation
	" 29	Systems Function
July	" 44	Automated Acquisitions
September	" 7	Personnel Classification Schemes
	" 36	Allocation of Materials Funds
	" 41	Collection Assessment
October	" 53	Performance Appraisal
	" 39	Remote Storage
	" 42	Resource Sharing
	" 11	Collection Development Organization and Committees

(TOTAL OF 18)

*Reprinting includes minor revisions and updating when necessary.
Major
revisions/updates are issued as new kits.

2. Resource Notebooks

The areas of Staff Development, Organization, and Planning are covered in a new series of Resource Notebooks issued in January and February. Published in three-ring looseleaf binders, the notebooks are designed to assist academic libraries in examining a particular aspect of management or operation. These prototype publications are derived from the self-study experience of the Management Review and Analysis Program (MRAP), and are intended to help libraries identify and deal with specific concerns without the expense or time of a comprehensive management study.

Each notebook contains four basic sections: an introduction that discusses current approaches, trends, and issues; and three document-based sections focusing on data gathering tools and techniques, describing and analyzing current library programs, and developing of recommendations for change and improvement. In addition to providing a framework and procedures for library planning and study, the notebooks include samples of data gathering instruments, surveys, interview guides, needs inventories, and other analysis tools developed by the Office and by libraries that have participated in self-studies. Selected bibliographies also are included.

The Resource Notebooks on Staff Development (130 pages, January 1979), Organization (147 pages, January 1979) and Planning (153 pages, February 1979) were funded by a grant from the H.W. Wilson Foundation.

C. The Office Program of Organizational Training and Staff Development

As academic libraries attempt to improve their performance in the face of steady or declining budgets, the need to develop the "people management" skills of their administrative and supervisory staffs becomes more acute. Managers and supervisors often are expected to grapple with a full range of technical and personnel problems on a day-to-day basis. And while technical expertise generally is available, the skills associated with sound management and supervisory practices have not been as widely understood, nor have many librarians received formal training as managers or supervisors.

At a time when management skills training is reaching a high level of acceptance and support from higher education and business, the OMS program of organizational training and staff development stands out as a continuing, focused program tailored specifically for academic libraries. All OMS training activities and programs are devoted to developing better approaches to supervisory and management practices and start with the recognition that more and better training of individuals is an essential building block for improving library performance.

1. Management Skills Institutes

The three Management Skills Institutes conducted in 1979, attracting 100 participants, were held at Atlanta, Georgia on March 13-16; Boulder, Colorado on August 7-10; and Columbia, Maryland November 13-16. These training events follow a basic format which actively engages participants in problem-solving, case studies, small group discussions and lectures concerning managerial concepts and techniques. Each participant receives a notebook with resources for further investigation of the topics covered in the institutes. Also, training staff are available for consultation on work-related problems.

During 1979 the Office invited participants in the Academic Library Consultant Training Program to assist in planning and conducting these institutes. George Soete assisted with the Boulder Institute, and Jutta Reed with the Columbia, Maryland Institute. Plans were made to include a five-day advanced level institute in 1980 for librarians with training experience who wish to further pursue organizational problems and issues.

2. Special Focus Workshops

Twenty-seven special focus workshops were conducted in 1979. These training events include short in-house programs that focus on specific needs identified by the host library, descriptive presentations of OMS programs, and OMS staff presentations at library conferences. A list of these workshops follows:

<u>Sponsor</u>	<u>Topic and Number of Participants</u>
1. Michigan State University	Interviewing and Performance (38 participants)
2. Marquette University	Communication (28 participants)
3. Theological Seminary Libraries	Management Skills (55 participants)

<u>Sponsor</u>	<u>Topic and Number of Participants</u>
4. Maryland Library Association, Research and Academic Library Division	Career Planning (100 participants)
5. Ohio State University	Group Decision- Making (45 participants)
6. Harvard College Library	Communication & Decision-Making (45 participants)
7. Dartmouth College Library	Motivation and Conflict Resolution (35 participants)
8. University of New Mexico	Supervisory Skills (30 participants)
9. Michigan State University	Train the Trainer: Writing Goals & Objectives for Performance Appraisal
10. Community College Learning Resource Association	Time Management (100 Participants)
11. New Jersey Library Association	Performance Appraisal (50 participants)
12. Virginia Library Association	Communication Practices of Academic Libraries (50 participants)
13. Nebraska Library Association	Review of Academic Library Program (35 participants)

<u>Sponsor</u>	<u>Topic and Number of Participants</u>
14. University of California/San Diego	Committee Planning and Operation (15 participants)
15. Emory University	Goals & Objectives (50 participants)
16. University of Arizona	Supervisory Skills (58 participants)
17. Simmons School of Library Science	Management Challenges of the Future (200 participants)
18. Midwest Federation of Library Associations	Communication Skills (140 participants)
19. Washington Library Consortium	Supervisory Skills (30 participants)
20. Wisconsin Library Association	User Surveys (87 participants)
21. Washington, D.C. Law Library Association	Organizational Diagnosis (45 participants)
22. Dundalk Community College	Communication Skills (18 participants)
23. Guelph University	Supervisory Skills
24. York University	Supervisory Skills
25. New Jersey Library Association	Academic Library Development Program (50 participants)

Sponsor

Topic and Number of
Participants

26. Music Library Association

Collection Analysis
Project
(200 participants)

27. Rutgers Graduate School of Library
and Information Science Seminar

Collection Analysis
Project
(15 participants)

3. Management Training for Theological Librarians

In the past the OMS has provided training and workshop assistance to specialized groups of librarians including Japanese bibliographers and music librarians. This year the Office was invited to assist a group of theological librarians in designing and operating a management training program tailored to the particular needs of their libraries. This program, financed by a grant from the Rockefeller Brothers Foundation, attracted 55 theological librarians to a five-day event held on the Princeton University campus.

4. Management Training Film Program

The Office continues to make available selected management films and accompanying training materials to subscribing libraries. These libraries share the cost of acquiring the films, and the OMS contributes the efforts required to screen and select films, develop training materials, maintain the collection, and schedule the use of the films. Nine films are currently available, and in 1979 two films were acquired: "After All: You're the Supervisor" and "Helping: A Growing Dimension of Management".

5. Survey of OMS Training Program Participants

The Office surveyed approximately 180 librarians who had participated in a Management Skills Institute between April 1977 and November 1978 to secure some understanding of the long-term impact and usefulness of these events. A principal question was: After participants had returned to their regular jobs, how did they view the usefulness of what they learned in the institute? Their response on a scale of 0-10 was 7.02. This contrasts with an average 8.0-9.1 rating by participants at the conclusion of the programs. Most of the respondents indicated that the institute made a difference to them personally and in their work situations.

D. The Office Program of Applied Research and Development

As noted in previous annual reports the Office does not have the resources to maintain an extensive research program. Most investigatory or design work is directly tied to other programmatic activities such as the Systems and Procedures Exchange Center or the Academic Library Program. The Office does operate small separately-funded projects, contributes to study projects operated by other agencies, and encourages the investigation of managerial concerns facing academic and research libraries.

1. Educational Testing Service. Study of the Impact of Automation on the Structure and Function of Academic Libraries

Funded by the Office of Libraries and Learning Resources of the U.S. Office of Education the project involved case studies of automation experiences at the University of Washington (Seattle), Stanford University, The University of Chicago and Northwestern University Library. The study examined the impact of automation on the acquisitions, cataloging, circulation, and reference functions of these research libraries. OMS staff assisted in selecting pilot sites and will assist in reviewing results.

2. Cornell University Libraries. Collection Management and Development Project

This research project is aimed at developing a detailed analysis of the Cornell University Libraries collections. The project reviewed the history of the Cornell collections program, environmental factors affecting the program, the decision-making process for selection and allocation, and preservation and space requirements for Cornell's collections. OMS staff participated on the Advisory Committee for this project.

3. Cost of Research Library Materials Project

Following up on discussions with concerned ARL directors, the Office surveyed member libraries on the availability of cost studies related to library materials. This resulted in a SPEC Flyer and Kit which made available several reports and methods used by research libraries.

4. Indiana University Graduate Library School. Analysis of the Impact of Periodical Availability in Libraries on Individual and Library Subscription Placement and Cancellation.

The purpose of this study was to go beyond opinion and perception in determining the actual relationship between periodical availability in libraries and decisions to place or cancel subscriptions. Questionnaires were sent to individuals and libraries that had entered new subscriptions or cancelled existing ones to determine explicit reasons behind their decisions. OMS staff participated on the project Oversight Committee.

5. Collaborative Research/Writing Project

This program, initiated in 1979, is intended to enable librarians to work with OMS staff in joint research and writing activities leading to the authorship of publications which will be part of the ongoing OMS library management series.

Two to four librarians will be invited to participate over the next 18 months, with guidance and support provided by OMS in the following areas: survey and research techniques, access to OMS resources and files, access to academic libraries and on-site visits, editing, enrichment of understanding of a current academic concern from a management perspective, and production of a publication.

IV. OMS PRIORITIES FOR 1980

The Office reviews its program priorities annually with the assistance and advice of the OMS Advisory Committee established by the ARL Board of Directors. The committee membership currently includes: Irene Hoadley (Chairperson), Frank Grisham, Page Ackerman, Louis Martin, William Studer, and Millicent Abell. The committee meets at least four times a year to review activities and plan future programs. OMS priorities for 1980 are developmental as well as operational.

There are two developmental priorities for 1980. The first is the design, testing and refinement of a self-study procedure to address preservation concerns of research libraries. This will be accomplished as part of the newly-funded preservation project supported by the National Endowment for the Humanities. The second priority is the development of a self-study procedure to examine the public services function in academic libraries. This project was widely encouraged by ARL directors in their response to the OMS Assessment Survey conducted in 1979.

Operational priorities relate to the various current programs of the Office. In the Academic Library Program the intent is to complete up to 20 studies in 1980 via the available self-study programs. All of the consultant trainees selected in 1979 will be given project experience in the self-study area. In addition, the selection process for the second class of consultants will be completed.

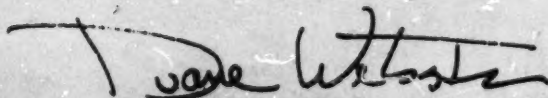
The Systems and Procedures Exchange Center will conduct three or four surveys, issue 10 flyers and kits, and assist in preparation of OMS publications such as the manual for the preservation self-study procedure. The topics scheduled for coverage include: preservation, library services, review of chief executive performance, status of librarians, and collective bargaining.

A major priority in the OMS Training Program will be recruitment of a new program coordinator. The new person will be introduced to the several ongoing training programs and will be expected to develop future directions for the program. Four Management Skills Institutes are planned for 1980, as well as several special focus workshops.

V. CONCLUSION

The central purpose of the Office is to help research libraries meet the changing instructional and research needs of higher education through the sound management of available resources. As the Office begins its tenth year of operation, the temptation is to pause and reflect on the activities and accomplishments of the decade in relation to this objective. Yet the pressures of the present and the needs of the future seem to exceed the capabilities of past responses and to call for new energies and added commitments.

The assessment of OMS activities completed by ARL directors in 1979 indicated overall support for OMS resources and services, yet it also clearly indicated that many members have not fully exploited available programs or have not found programs sufficiently applicable to their situations. The challenge then is to provide a mix of programs ARL members will find useful in acting on important concerns and building for the future. The new preservation and public services programs are two major efforts for 1980 which will help meet that challenge.



Duane Webster,
Director



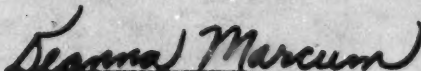
Grady Morein,
Associate



Jeffrey Gardner,
Associate



Maxine Sitts,
Information
Services
Specialist



Deanna Marcum,
Training Program Coordinator

**VI. BIBLIOGRAPHY OF OFFICE OF MANAGEMENT STUDIES
PUBLICATIONS AND RELATED DOCUMENTATION IN 1979.**

Association of Research Libraries. Office of Management Studies.

**Systems and Procedures Exchange Center. SPEC Flyers and Kits
50-59. Washington, D.C.: Author, 1979.**

- Fringe Benefits, No. 50, January 1979, 89 pp.
- Professional Development, No. 51, February 1979, 73 pp.
- Cost Studies and Fiscal Planning, No. 52, March 1979, 103 pp.
- Performance Appraisal, No. 53, April 1979, 116 pp.
- Internal Communication: Library-Wide Policies and Procedures, No. 54, May 1979, 98 pp.
- Internal Communication: Staff and Supervisory Roles, No. 55, June 1979, 112 pp.
- External Communication, No. 56, July-August 1979, 110 pp.
- Special Collections, No. 57, September 1979, 117 pp.
- Goals and Objectives, No. 58, October 1979, 98 pp.
- Microform Collections, No. 59, November-December 1979, 114 pp.

**Brigham Young University Library. Collection Analysis
Project: Final Report. September 1979. 231 pp.**

**Gardner, Jeffrey J. "CAP: A Project for the Analysis of the
Collection Development Process in Large Academic Libraries" in
New Horizons for Academic Libraries. New York: K.G. Sauer
Publishing, Inc., 1979. pp. 456-459.**

**Gardner, Jeffrey J. Resource Notebook on Planning. Series
editor Maxine K. Sitts. Washington, D.C.: Association of Research
Libraries, Office of Management Studies. February 1979, 155 pp.**

Gardner, Jeffrey J. and Duane E. Webster. The Collection Analysis Project: An Assisted Self-Study Manual. Washington, D.C.: Association of Research Libraries, Office of Management Studies. Revised Edition. January 1980. 289 pp. Available only to Program Participants.

Marcum, Deanna B. and Duane E. Webster. "Personnel and Employment: Staff Development" in The ALA Yearbook, 1979 Edition. Chicago: American Library Association. 1979. pp. 204-206.

Morein, P. Grady. "Assisted Self-Study: A Tool for Improving Library Effectiveness" in Catholic Library World. May-June 1979. pp. 422-425.

Morein, P. Grady, Maxine K. Sitts, and Duane E. Webster. Planning Program for Small Academic Libraries: An Assisted Self-Study Manual. Washington, D.C.: Association of Research Libraries, Office of Management Studies. January 1980. Un-numbered. Available only to Program Participants.

Seattle University Library. Academic Library Development Program, Report of the Self-Study. March 1979. 254 pp.

Southern Illinois University Library. Management Review and Analysis Program: Final Report. April 1979. 93 pp.

University of California, San Diego. Collection Analysis Project: Final Report. La Jolla, California. November 1979. 399 pp.

Webster, Duane E. "The ARL Office of Management Studies." In The Bowker Annual of Library and Book Trade Information. New York: R.R. Bowker Co., 1979, 24th edition. pp. 91-93.

Webster, Duane E. "Managing the College and University Library" in Current Concepts in Library Management. Littleton, Colorado: Libraries Unlimited, 1979.

Webster, Duane E. Resource Notebook on Organization. Series editor Maxine K. Sitts. Washington, D.C.: Association of Research Libraries, Office of Management Studies. January 1979. 147 pp.

Webster, Duane E. and John G. Lorenz, "Effective Use of Library Consultants" in Library Trends. Winter 1980. pp. 345-362.

Table 1

SOURCES OF FINANCIAL SUPPORT FOR OMS PROGRAMS
IN 1978/1979*

1. Association of Research Libraries	\$ 47,500
2. Council on Library Resources	\$ 78,000
3. Andrew W. Mellon Foundation	\$ 65,342
4. Lilly Endowment	\$ 54,223
5. H.W. Wilson Foundation	\$ 30,756
6. Interest on cash reserve	\$ 18,861
7. Cost Recovery	\$ 94,331
TOTAL	\$389,013

*Fiscal Year October-September

Detailed OMS financial reports are regularly included in the ARL minutes as part of the audited ARL accounting statements.

Table 2

OMS PROGRAM EXPENDITURES
IN 1978/79*

1. Academic Library Program (self studies, consultant training)	\$191,500
2. Systems and Procedures Exchange Center	\$ 50,000**
3. Organizational Training Program	\$ 50,000**
4. Development of Resource Notebooks	\$ 17,000
5. Distribution of SPEC Materials	\$ 15,000
6. Planning Program for Small Academic Libraries	\$ 54,000
TOTAL	\$377,500

* Fiscal year October-September

** Estimate based on distribution of staff time

Table 3

OMS LINE ITEM EXPENDITURES
IN 1978/79

1. Salaries and Benefits	\$212,000
2. Consultant Fees	\$ 500
3. Travel	\$ 49,000
4. Supplies and Materials	\$ 32,000
5. Printing and Duplicating	\$ 35,000
6. Equipment	\$ 7,000
7. Other costs	\$ 22,000
8. Grants to institutions	\$ 20,000
TOTAL	\$377,500